

Maiden Erlegh Trust- governance and scheme of delegation

Updated September 2016

Company number 07548754

Background

Maiden Erlegh Trust was formed in October 2014. It was formed from Maiden Erlegh Academy Trust, a single academy Trust with responsibility for Maiden Erlegh School (Earley). The Trust was approached by the local Member of Parliament to apply to the Department for Education (DfE) to open a new school in East Reading, with the same vision and ethos as its current school. The school opened to 180 Year 7 students in September 2015. In September 2014 we became a DfE approved sponsor.

Trust schools

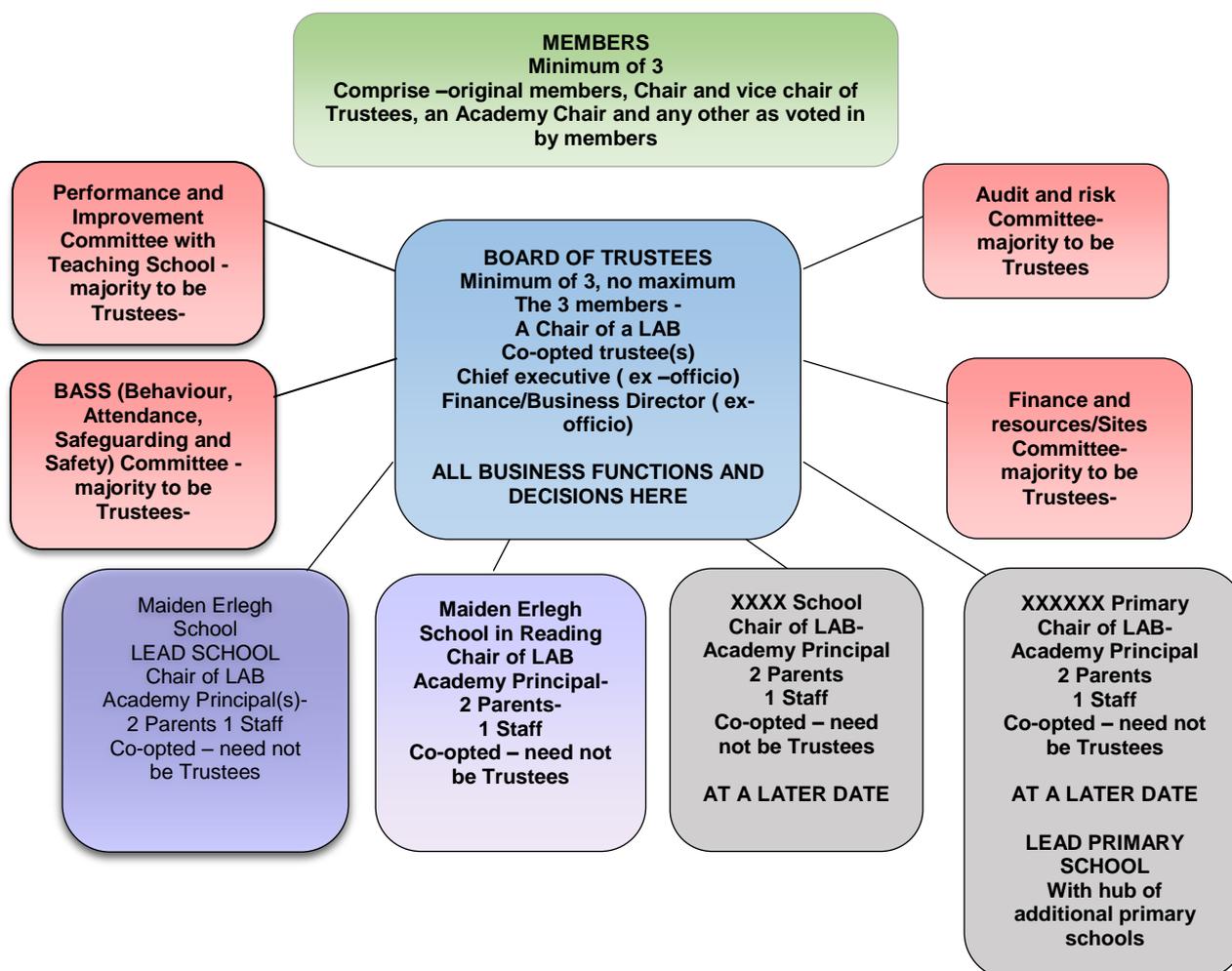
Maiden Erlegh School, Earley NOR 1775, including 390 post-16
<http://maidenerleghschool.co.uk/>

Maiden Erlegh School in Reading NOR 360, in years 7 and 8.
(This school will reach capacity of 900 in September 2019)
<http://maidenerleghschoolreading.co.uk/>

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Structure of the Trust

The governance structure is detailed in the diagram below.



Each Academy will have a Local Advisory Board (LAB) consisting of approximately 8 ‘governors’ as detailed on the Governance structure diagram above. The terms of reference of the LAB, including details of delegation, are as detailed in Annex 1. The scheme of delegation will be reviewed annually. This allows the Trust to ensure outstanding Academies are given maximum delegation and a light touch approach from the Trust and those that require the maximum improvement /support will receive a lower level of delegation and more intensive focus by the Trust. Intervention, both through governance and leadership and management will be in inverse proportion to success.

Each LAB is accountable to the Trust Board and representation of the LAB comes through the Chair of the LAB. There will always be at least one Chair of LAB on the Board of Trustees and they will be responsible for ensuring good communication between the LABs and the Trustees. He/she will be responsible for ensuring they represent the views of the local Chairs to the Trust and offer support and guidance as appropriate. It will also enable the Trust to support the local governance and look at ways it can help the LABs to be more effective.

There are currently 3 members of the Trust and a Board of 7 Trustees. The Trustees have been chosen for their ability to maintain a strategic overview with prior experience of running or managing teams or organisations.

Accountability

Accountability rests with the Trustees of the Trust. They will discharge their legal responsibilities through the governance structures described and in accordance with their Terms of Reference, as detailed in Annex 2. They have strategic oversight of the Trust, they ensure compliance with regulation, set the Trust's vision and policies and they are ultimately responsible for the performance of the Trust. The LAB acts as a critical friend to the local Headteacher and they in turn are accountable to the Board of Trustees for their own school.

The Trustees have overall responsibility and are the ultimate decision making authority for all the work of the Trust, including the establishing and running of schools. The Trustees will manage their responsibilities through committees as shown on the governance structure on page 1. A central management team will grow as the Trust grows: its purpose is to support the executives of the Trust and the day to day running of the Trust.

The committees are made up of Trustees and other members as appropriate: this may include leaders of specialist areas in any one of the schools within the Trust. Relevant information from each LAB is scrutinised by these committees and they then make any recommendations to the Trust board. Details of their responsibilities are outlined in Annex 3.

Membership of each LAB includes 2 parents (elected by parents) and 1 staff member (elected by staff). This will ensure that the 2 main stakeholder groups are well represented. In addition the pupils, through their student council will have the opportunity to feed into the LAB meetings. Other members of the LAB are chosen for their ability to represent the local community, and act as a critical friend, offering challenge and support to the Headteacher and leadership team. We will ensure local representation by carefully matching 'governors' of the Academy to the local community it serves.

We plan to form a community group in each school, run by members of the LAB to build relationships with the local communities. This is already working very successfully in Maiden Erlegh School. Representatives on this group include: local primary school, pre-school, town council, public library, local shop keepers, PCSO's and residents' association representatives.

The Trustees give careful consideration to the Charity Commission's general guidance on public benefit and believes it conducts the Academy's business in accordance with the highest standards of integrity, probity and openness. The Trust understands and abides by the Nolan Principles-The 7 Principles of Public Life <https://www.gov.uk/government/publications/the-7-principles-of-public-life>.

Trustees and members of the LAB will be required to sign a declaration stating they will support and deliver the values and vision of the Trust and the upholding of British values and all would be DBS checked.

The Trust Board will oversee the leadership and management of the Local Advisory Board of each of its Academies and charge its Chief Executive and the Chairs of each Local Advisory Board with monitoring the conduct of Local Advisory Boards. The Headteacher of the lead school is also an accredited and practising Ofsted inspector and has been trained to ensure that schools support UK democratic values and that governors do not advocate extremist views. Training for trustees and members of each LAB will be provided on a termly basis, normally run by a member of the executive team. Each training session includes an update of safeguarding, health and safety and ways of working as a governor. We are members of the National Governors' Association (NGA) and, as such, all Trustees and members of LABs receive updates, guidance and training from the NGA.

The Trust is aware of the need for succession planning and looks for potential future trustees and LAB members within the local communities. The staff body of the University of Reading has been an excellent source of well-qualified governors and we anticipate this will continue.

Each LAB meets at least termly. Each LAB member is assigned a particular area of the school and they become the champion for that area, meeting with agreed key leaders within the school. These areas include progress and attainment, curriculum, narrowing the gap, safeguarding, finance and sites. They then feed back to the full LAB meetings in order that they can provide support and challenge to the Headteacher to ensure the school achieves the best possible outcomes for its students.

Minutes of all LAB meetings are received by the Board of Trustees and they reserve the right to attend any LAB meetings.

TERMS OF REFERENCE AND SCHEME OF DELEGATION FOR LOCAL ADVISORY BOARDS

PURPOSE

Each Academy is accountable to and must serve its community. All children deserve and should expect to receive a high standard of education. The Trustees have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of schools. The Trustees meet as a board (“the Trust Board”) regularly and as required. The day to day management and responsibility for the running of the Academies has been delegated to an Executive Director, who will be supported by both a central management team and leadership teams in each of the Academies, including the Principals/Headteachers appointed in respect of the Academies who will report to the Executive Director. The Trustees will be supported by committees and advisory boards established of representatives of the Academies and a Local Advisory Board may be established for each Academy or for a number of Academies.

The Trustees fulfil their responsibilities through strategic planning and by the setting of policy and standards as well as taking responsibility for the oversight and management of risk. The Trustees have the power to direct change where required. Each school Advisory Board will assist in the development of policy advising on standards and target setting as well as daily life within the Academy. The Local Advisory Board has an important community facing role, ensuring the Academy meets the needs of its community and the pupils attending the Academy. The Local Advisory Body represents the community and is responsible for all engagement with parents and the wider community.

The Local Advisory Board shall meet at least once a term.

MEMBERSHIP

The role of those serving on the Local Advisory Body is an important one, fulfilling the Trust’s mission and providing feedback to the Directors/Trustees of the Trust. Members of the Local Advisory Board will serve as ambassadors of the Academy and the Trust and must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust’s mission and objectives for the Academy, drawing on specialist skills where required.

Those serving on the Local Advisory Body must act independently and in the best interest of the Academy and the Trust, whilst recognising that the Academy is part of a family of schools run by the Trust. Members of the Local Advisory Body are expected to use their skills and experience in supporting the Academy and having made a commitment must fulfil that responsibility to serve to the best of their abilities. Members are expected to:

- to work as a team;
- to prepare for and attend meetings, being ready to contribute to discussions and commit to agreed actions;
- to be respectful of the views of others and to be open to new ideas and thoughts;
- to treat all confidential information confidentially;
- to understand the policies and procedures of the Trust and how these are flowed down to the Academy;
- to support the Trust in public and act as an ambassador of the Trust and the Academy;
- to commit to training and skills development
- to be ready to ask questions;
- to be focussed on problem solving and be ready to learn from past experiences.

Specific skills may be needed if a member of the Local Advisory Body is to take responsibility for and lead on a specific area as part of a working party or when invited to serve on any of the Trustee committees looking at finances, audit and risk management, premises, resources,

standards and continuous school improvement across the Trust. A regular skills audit will be undertaken and those serving on the Local Advisory Board should expect to be able to articulate their contribution to the success of the Academy.

It is intended that the members of the Local Advisory Board will be drawn from the community and will represent those employed within the Academy, parents of pupils attending the Academy, organisations who provide support or work in partnership with the Academy and the wider community. Whilst there is no limit on the size of the Local Advisory Board with the number being determined by the Board itself, the expectation is that it will comprise no less than 7 persons with at least 2 members being elected from amongst the parents and carers of pupils attending the Academy and 1 member being elected from the staff body. The Principal/Headteacher of the Academy will serve on the Local Advisory Board in an ex officio capacity and a chair and vice chair will be elected annually.

The Local Advisory Board will comply with any guidance issued from time to time by the Trust Board as to the composition of the Board, the carrying out elections and any other matter affecting the functioning of the Local Advisory Board, including the removal of members of the Board. Minutes of all meetings will be sent to the Executive Director.

REVIEW

In accordance with best practice, the Local Advisory Board will carry out a regular review of the skills and experience available on the Board and will seek to develop additional capacity and skills where required. Except in relation to posts held in an ex officio capacity and otherwise only in exceptional circumstances, members of the Local Advisory Board will not seek reappointment or re-election beyond the usual 3 terms of office, a standard term of office being 4 years.

Responsibility / Delegated Authority

The Trust reserves the right to review the delegated authority of each academy where it considers that the academy is not performing as expected, or where the trust perceives there is a higher risk in maintaining these levels of delegation. A new academy joining the trust may also have lower levels of delegated authority if the trust considers this is necessary to mitigate a risk. Levels of delegated authority for each academy will be reviewed annually.

Ethos and vision
Support the Trust Board in developing a clear educational vision, ethos and direction for the Academy within the context of the vision for the Trust as a whole, recognising the uniqueness of the Academy and the contribution it makes to the Trust and to the community served by the Academy and assisting in the fulfilment and communication of that vision.
Promote the Academy and the Trust within the community, members of the Board acting as ambassadors for the Academy and the Trust, being ready to respond to challenges and acting with honesty and integrity in the best interests of the Trust, the Academy and its pupils.
Community Engagement and External Partnerships
Act as liaison with the community, including any parent groups acting to support the Academy and any third party community organisations with whom the Academy works in partnership. This may include any foundation bodies, trustees, charitable or community trusts established to support the Academy, and the local authority. The Local Advisory Board will lead on any community consultation, formal or otherwise, acknowledging any guidance issued by the Trust Board.

Actively develop partnerships with organisations who will support the Academy and with whom the Academy can collaborate, to improve teaching and learning and enrich school life including other Academies within the Trust and other local schools.

Consider the strategic impact that the Academy has on its community, looking also at any strategic threats and opportunities in respect of the Academy and working with and supporting the Trust Board in taking any necessary action. No expansion or contraction of any Academy will be permitted without the Trust Board's consent.

Promote pupil welfare and ensure there are systems within the Academy to support pupils and their families, providing an extra resource to the Academy's leadership team.

Determine the Academy's admissions policy within the constraints of the Admissions Code, ensuring there are systems in place for the hearing of any appeal against an admission refusal and establishing a panel to determine any exclusions and appeals against exclusion.

Financial Controls

Support and advise the Academy's leadership team and the Trust Board in assessing the overall suitability of the budget set for the Academy, contributing to any strategic discussion regarding capital expenditure, central costs, reserves and contingencies, shared resources with other Academies within the Trust and threats to income, recognising that at all times any funds held by the Trust in respect of the Academy are safeguarded.

Respect the budget set by the Trust Board and provide support to the Academy's senior leadership team as to the priorities for expenditure, recognising the importance of ensuring the Academy works within its budget.

Provide an additional forum for the management of risk and the monitoring of the effectiveness of any expenditure in respect of the Academy, including any centrally procured services, supporting the Academy's leadership team as appropriate.

Curriculum and Standards

Assist the Academy's leadership team in the development of the curriculum which meets the Academy's specific needs and has regard to:

- any nationally recognised curriculum priorities and initiatives
- the obligation to provide religious education, sex education and physical education
- special educational needs
- national testing and attainment targets, and
- any teaching objectives and priorities adopted by the Trust Board for all Academies.

Advise the Trust Board on the impact in relation to premises, resources and staffing of changes to the curriculum, assisting the Academy's leadership team in securing additional resource where needed.

Advise and report to the Executive Director and the Trust Board (as required) on the targets for relevant Key Stages in the Academy, supporting the leadership team in the Academy on action to be taken to address areas of weakness and to maximise attainment and pupil progress, analysing data and carrying out inspections as appropriate, and advising on the transition by pupils from one key stage to the next supporting the development of a personalised learning plan for each pupil.

Share expertise and best practice with the other Academies in the Trust, contributing to the work undertaken by the Trust Board in relation to standards and school improvement and, if advised by the Trust Board, to either provide additional resource to any central standards committee established by the Trust Board or to establish a joint local committee with the other neighbouring Academies.

Safeguarding

The Local Advisory Board will appoint one of its members to be the 'safeguarding' member. They will receive appropriate training and will meet regularly with the safeguarding lead of the school to ensure that the school is fulfilling its' statutory requirements in terms of safeguarding, including the completion of an annual S175 audit. They will also meet at least annually with the designated safeguarding trustee.

Staff

In conjunction with the Headteacher/Principal (but having regard to the priorities notified by the Trust Board), develop and agree with the Trust Board a staffing structure for the Academy, identifying the number of staff required to be employed at the Academy, the levels of the posts and the role responsibilities of all staff employed and supporting, where appropriate, the sharing of resources between the Academies.

Having regard to any advice of the Executive Director and the Trust Board, in conjunction with the Headteacher/Principal appoint all staff to work in the Academy (other than the Headteacher/Principal which is the responsibility of the Trust Board), establishing an appointments committee in respect of any other key leadership appointments or for any roles shared with other Academies involving such individuals nominated by the Trust Board from time to time.

Support the Headteacher/Principal with regard to the implementation of any HR policies adopted by the Trust Board and the performance management of all teaching and non-teaching staff employed within the Academy, advising on the impact of any pay and performance policies and supporting any consultation to be carried out with either individual staff or collectively.

Advise the Executive Director and the Trust Board of any areas of weakness in the staffing provision and/or performance and where additional support and/or training is required, recognising the Trust Board's preference where possible for organising training and professional development support on a Trust-wide basis.

Implement any written policy for staff disciplinary and grievance procedures put in place by the Trust Board and where appropriate advise on and support the Academy's leadership team on the implementation of the same.

Undertake any disciplinary or grievance procedure for any member of staff (other than the Headteacher/Principal), assisting the Headteacher/Principal, reporting to the Executive Director and noting any right of appeal to the Trust Board.

Facilitate discussion with staff representative bodies, including the unions, at both Trust Board level and within the Academy.

Delegation

The Local Advisory Board may delegate any powers and responsibilities to an executive officer (including the Headteacher/Principal or other staff member), subject to formal reporting and oversight. The Local Advisory Board may establish or contribute to working parties established for a specific project or designed to encourage collaborative working. The Local Advisory Board will support and where necessary report to any committees established by the Trust Board.

TERMS OF REFERENCE FOR THE TRUST BOARD

PURPOSE

The Trustees of the Trust have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of schools. The day to day management and responsibility for the running of the Academies has been delegated to an Executive Director (generally referred to herein as the Chief Executive Officer”), who will be supported by both a central management team (where appropriate) and leadership teams in each of the Academies, including the Principals/Headteachers appointed in respect of the Academies. The Trustees will be further supported by advisory boards and committees.

The Trustees fulfil their responsibilities through strategic planning and by the setting of policy and standards as well as taking responsibility for the oversight and management of risk. The Trustees have the power to direct change where required. The Trustees must act independently and in the best interest of the Trust even if those interests conflict with those of the body or organisation that might have appointed or nominated such persons to serve on the Trust Board. The Trustees are accountable to the Secretary of State for Education and to the communities that they serve. Irrespective of a person’s role or method of appointment to the Trust Board, each of the Trustees are responsible individually and collectively for all the Academies run by the Trust and are expected to use their skills and experience in undertaking a role on the Trust Board.

The Trust Board shall meet at least three times a year.

MEMBERSHIP

The composition and powers of the Trust Board are (subject to charity and company law) determined by the Articles of Association and in any conflict between these Terms of Reference and the Articles, the Articles shall prevail. Board members must be able to demonstrate an understanding of the ethos and values of the Trust and a commitment to fulfilling the Trust’s mission and objectives for the Academy, drawing on specialist skills where required.

REVIEW

In accordance with best practice, the Trust Board will carry out a regular review of the skills and experience available on the Trust Board and will seek to develop additional capacity and skills where required. Except in relation to posts held in an ex officio capacity and otherwise only in exceptional circumstances, Trustees will not seek reappointment beyond the usual 3 terms of office, a standard term of office being 4 years.

Responsibility / Delegated Authority

Ethos and vision
Provide a clear educational vision, ethos and direction for the Trust which promotes learning and the moral, social and cultural development of pupils.
Formulate policies and practices, which reinforce the Trust’s overall vision and aims as well as recognise the uniqueness of the Academies and the contribution each makes to the Trust and to the communities served by the Academies.
Leadership and External Partnerships
Promote collaboration within the Trust and externally, identifying and supporting the development of strategic partnerships where appropriate that support the vision of the Trust.

Provide challenge and support to the Trust's executive team (headed by the Chief Executive Officer), agreeing responsibilities and appointing individuals as appropriate.
Consider strategic threats and opportunities in relation to the Academies and assessing the impact on premises, curriculum, resources and admissions. No expansion or contraction of any Academy will be permitted without the Trust Board's consent.
Be responsible for the long term strategy of the Trust and each Academy, ensuring the Trust's strategic plan is robust, accountable and promotes outstanding teaching and learning.
Intervene in the management of an Academy where necessary.
Prepare a Trust Business/development plan and review annually.
Finance and Risk Management
Ensure that at all times any funds held by the Trust are safeguarded, recognising the duties on them as trustees of charitable assets and as recipients of public money.
Monitor, review and where appropriate approve of the budget of the Trust, including budgets set aside for central and shared costs as well as budgets delegated to individual Academies, noting the significance of reserves and contingencies.
Establish and oversee appropriate processes for the identification and management of financial and other risks within the Academies and in respect of the Trust more widely.
Curriculum and Standards
Agree the priorities and standards to be met in all Academies.
Staff
Develop and adopt a set of HR policies and contracts to be used by all Academies ensuring consistencies and having regard to all legal responsibilities and the equality duty, consulting as necessary.
Appoint the Chief Executive Officer and any Principal/Headteacher of the Academies and manage and support their performance.
Evaluate the standards of teaching and learning in each of the Academies, ensuring that proper standards of professional performance are established and maintained.
Formulate, implement and keep under review a policy for disciplinary and grievance procedures relating to staff performance, advising the Chief Executive Officer on the implementation of the same.
Premises
Develop a strategic plan for the management and maintenance of the physical resources available to the Academies, disposals and acquisitions will be decisions of the Trust Board.
Where appropriate raise funds, considering and approving of grant applications put forward by the Chief Executive Officer as appropriate.
Delegation
The Trust Board may delegate any powers and responsibilities to an executive officer (including the Chief Executive Officer) or to a management team led by the Chief Executive Officer or to the Principals/Headteachers of the Academies. The Trust Board may establish committees to undertake aspects of the organisation, including any Advisory Board for one or more of the Academies if and when this is felt appropriate or advisable.

Committee structure of the Board of Trustees.

Committee	Responsibilities
Performance and Improvement (including the Teaching School)	<p>Report to Board of Trustees termly on the performance of all schools</p> <ul style="list-style-type: none"> • Attainment and progress of students across the Trust • Quality of Teaching • Quality of Leadership and Management , including LAB effectiveness <p>Setting of targets and educational KPI's Development of staff Reviewing Self-evaluation forms and School Improvement Plans Performance management of Chief Executive Prepare and review relevant policies</p>
Behaviour, attendance, safeguarding and safety (BASS)	<p>Report to Board of Trustees termly on the Behaviour, attendance, safeguarding and safety in all schools</p> <p>Pastoral provision throughout the Trust Prepare and review relevant policies</p>
Finance, resources and sites	<p>Provide financial reports to the Board Recommend to the Board levels of delegation of budgets to schools Recommend level of charges for each school Approve the budget plans of each school Monitor income and expenditure Staffing structures Pay awards Conditions surveys Review site development plans Assisting with capital grant applications Manage capital budgets and allocations to schools Oversight of capital projects Check compliance with relevant parts of the Academies Financial handbook Prepare and review relevant financial and HR policies, including financial procedures</p>
Audit and risk	<p>External audit- receive the annual audited accounts and appoint external auditors Internal audit- consider Responsible Officer visits and recommendations Skills audit Prepare and review risk register Check compliance with relevant parts of the Academies Financial handbook Compliance, whistleblowing and fraud Prepare and review relevant policies</p>